



EYFS Policy

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Aims of the Early Years Foundation Stage Curriculum

- 1 To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
- 2 To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
- 3 To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- 4 To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum.
- 5 To provide a curriculum which provides equal learning and development opportunities for all children.
- 6 To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage (EYFS) classes at Bredbury St Marks School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in the following areas of learning:

The prime areas being:

- Personal, Emotional and Social Development (PSED)
- Communication and Language (CL)
- Physical development

The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Characteristics of effective learning

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors, which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics represent processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Play policy

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Planning, recording and assessment

Topics are planned, so that children will experience activities within each topic as they progress through the EYFS.

Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The long term plans identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

Pupils are assessed using the Early Years Development Matters, these are used as an ongoing tool to plot progress and plan personal targets. The Assessments are completed shortly after a pupil enters the setting and at the end of each half-term. Early Years Outcomes are completed and related to short term planning. The Schools baseline assessments are completed within the first half term for all children in order for us to plan each individuals learning journey. The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile will attend annual moderation meetings. The data is put onto the School SIMS records when a child enters the school, in December, February and in June when end of year report information is collated.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the class and individuals record sheets.

Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Every child has a learning journey which contains examples of their achievements and work throughout the year.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents' evenings are held twice a year. Parents' evening are an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time

via email or face to face. Parents are encouraged to contribute to their child's learning journey by; adding things to the child's home learning book, completing 'wow' sheets and posting images or observations via Google Classroom.

The children are given personal targets related to either their behaviour, social skills or learning to work on during the school day. Children are given motivating rewards for achieving their target each day and behaving well. Motivating rewards have to be something the children want and like, therefore each child has a personal reward given to them to meet their needs and interests.

Progression.

There are clear expectations for progression throughout the early years. Children working within the later phases of the Early Years Outcomes work for longer periods on more formal adult led activities and they work in larger groups than the children working within the earlier phase of the Early Years Outcomes. The children working in the later stages are expected to play and learn with less adult support than that of the children working at the earlier stages.

Organisation of classes

Our Early Years setting consists of a mixed nursery and reception class. We offer Nursery education grant funded (Free) part time places where children can attend for 15 hours. Full time hours are offered which consists of 30 hours per week. Children can attend each morning from 8.50am-11.50pm for 3 hours per session or 2 ½ days at the beginning or the end of the week.

Although children will be registered within a 'base' area of the classroom, they will be able to access activities in all the learning spaces within the setting.

The setting consists of a Class teacher and 2 Scale 3 Teaching Assistants whose role is to support and ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Induction

We are committed to ensuring that every child feels secure, confident and excited about their next stage of learning. We like to carry out a smooth and caring induction process when children start in our Nursery or Reception.

This process consists of

- The parent / carer calling school to arrange a short walk around the school and EYFS giving them chance to see the environment and facilities available. This is when we will give out our important documents and information about our setting and forms to be filled in before the child starts.
- Together we arrange a home visit that is carried out by 2 members of our staff to introduce themselves and to begin to get to know the child and to discuss their developmental stage and need.

- Together we arrange a Stay and Play hour session where parent / carer and child come and play in the setting and get a good feel of the environment and begin to get to know some of the staff.
- Together we arrange an hour session where the child stays and plays by themselves as introduction session.

Then finally

- We arrange a full session reflecting the chosen hours.

Reception children are introduced to the life of the wider school gently as they are ready. Playtimes are separate in the morning and afternoon, to settle with their classmates in a quiet atmosphere whereas lunch time playtimes we gently build to full participation in whole school playtimes. The process is the same for collective worships, building up to full participation by the end of the first term. They participate in collective worships as fully as possible and every attempt is made to ensure the children know what to expect.

Involvement with the Whole School

The Early Years children use the school hall for dance, PE and assemblies and eating their lunch. They also access the school library for story times. They attend a weekly collective worship session in our church every week. They are invited to join all whole school celebrations for example World Book Day dress up days, Harvest festivals, Sports Day etc.

Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an intimate procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the parent / carer to inform the school if their child requires intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins.

Safeguarding

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school and online for parents to read if they wish.

Positive Behaviour Management

The Early Years setting follows the same Behaviour Policy and systems as the rest of the school. Please refer to Behaviour Policy for more information which can be found on our website.

Equal Opportunities

Aims

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

During the home visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Early Years Setting to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning.

This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people.

These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.